



Kingston Elementary

4580 Hwy. 472

Conway, South Carolina

Grades	PK-5 Elementary School	
Enrollment	582 Students	
Principal	Mary J. Anderson	843-365-3777
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Good
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

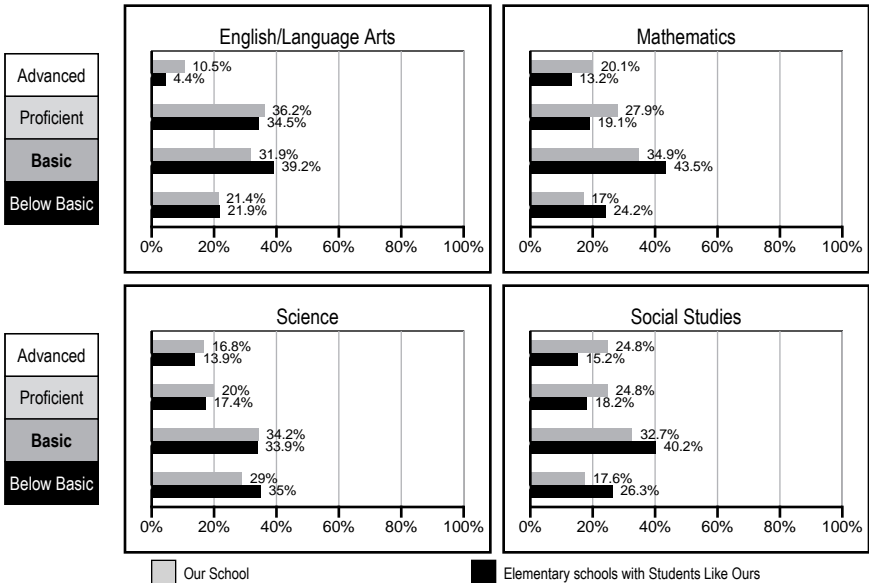
97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	47	36	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=582)				
First graders who attended full-day kindergarten	100.0%	Up from 96.3%	100.0%	100.0%
Retention rate	2.1%	Up from 0.7%	2.7%	2.3%
Attendance rate	95.6%	Up from 95.4%	96.1%	96.3%
Eligible for gifted and talented	19.8%	No Change	9.1%	10.4%
With disabilities other than speech	11.1%	Up from 7.8%	8.7%	7.5%
Older than usual for grade	0.2%	Down from 0.6%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 1.1%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	43.9%	Up from 39.5%	57.1%	56.7%
Continuing contract teachers	80.5%	Up from 72.1%	80.0%	77.3%
Teachers with emergency or provisional certificates	2.9%	Down from 3.0%	0.0%	0.0%
Teachers returning from previous year	86.6%	Up from 85.0%	87.4%	86.4%
Teacher attendance rate	92.9%	Down from 95.1%	94.8%	94.9%
Average teacher salary	\$45,738	Up 4.3%	\$45,361	\$45,345
Professional development days/teacher	17.0 days	Up from 10.5 days	13.0 days	12.6 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 20.9 to 1	18.5 to 1	18.5 to 1
Prime instructional time	87.6%	Down from 89.7%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,056	Down 50.7%	\$7,077	\$7,052
Percent of expenditures for instruction*	68.0%	Down from 75.2%	68.8%	69.1%
Percent of expenditures for teacher salaries*	63.5%	Up from 40.9%	64.9%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Kingston Elementary is a community-based rural school serving students' child development through fifth grade. Our students are provided challenging and meaningful instruction through the skills of highly qualified teachers. The 2007-2008 school year has been a successful one. Kindergarten students had eighty-five percent of students reading at or above the district goal. First grade ended the year with eighty percent of the students reading at or above the assigned text level. Second grade had seventy-three percent of students reading at or above the assigned text level. Increasing reading comprehension skills in grades three through five was a priority for the year as established by the instructional staff. We continued our efforts to enhance literacy instruction. As a result, teachers participated in professional growth and collaborative planning activities with a focus on content vocabulary development, the use of lexiles, and integration of content material. Students in grades three through five received reading instruction in achievement-level groups. Groups were determined by MAP results, PACT scores, teacher observations, and other performance data. These groups were fluid and flexible in that a student could move to a different group according to academic needs. The performance level of students in mathematics continues to be higher than ELA. To ensure continuous growth, students work in Team time groups for thirty minutes of daily math skills lessons. Additionally, our students participate in monthly writing prompts, integrated use of technology, and after-school tutorial sessions. A summer school program is provided on-site for qualifying students. Title I and local funds continue to support staff development activities for staff members and provide instructional materials for teachers and students.

The staff and school community share the mission to provide all children opportunities to excel in academics and develop positive social behaviors. The PTO works collaboratively with the staff to provide parenting workshops and family activities. School Improvement Council worked to increase the number of volunteers involved in school activities. Through these efforts, each classroom was provided with at least one volunteer to tutor students in academic areas. Community and service-related activities included Jump Rope for Heart, March of Dimes, CAP food drives, and HTC recycling. Fourth grade students received numerous awards for recycling efforts with the Solid Waste Authority. Students enjoyed enrichment of the arts through activities such as Fine Arts Day, May Day Play Day, Bingo for Books, and field day. The families and community members made events such as Grandparents' Day, Muffins for Moms, Doughnuts for Dads, and Real Men Read a tremendous success.

Kingston Elementary parents and staff feel this is a safe school where their children are challenged academically and appreciated personally. We will continue to strive for excellence and work to ensure all students reach their academic potential. Achievements of Kingston Elementary are due to the dedication of its students, school staff, parents, and community. The support of the community at large is appreciated in our quest to provide a quality learning experience for all students.

Mary J. Anderson, Principal
Dorene Chaves, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	77	47
Percent satisfied with learning environment	97.7%	82.4%	87.2%
Percent satisfied with social and physical environment	100.0%	75.7%	76.6%
Percent satisfied with school-home relations	97.7%	75.7%	80.9%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	253	100	21.4	31.9	36.2	10.5	57.6	57.2	48.2	Yes	Yes
Gender											
Male	146	100	25.6	33.8	32.3	8.3	49.6	50.3	41.7	N/A	N/A
Female	107	100	15.6	29.2	41.7	13.5	68.8	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	203	100	17.7	32.3	37.6	12.4	61.8	65.4	60	Yes	Yes
African American	34	100	40	36.7	23.3	0	30	34.7	31.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	14	100	27.3	18.2	54.5	0	63.6	43.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	53	100	63	30.4	6.5	0	13	21.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	166	100	27.6	35.2	33.1	4.1	48.3	44.9	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	253	100	17	34.9	27.9	20.1	59.8	56.4	45.8	Yes	Yes
Gender											
Male	146	100	17.3	34.6	27.1	21.1	58.6	55.9	45.6	N/A	N/A
Female	107	100	16.7	35.4	29.2	18.8	61.5	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	203	100	14	33.9	30.6	21.5	65.1	65.2	59	Yes	Yes
African American	34	100	40	40	3.3	16.7	26.7	31.6	26.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	14	100	9.1	27.3	54.5	9.1	63.6	42.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	53	100	52.2	39.1	6.5	2.2	10.9	20.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	41	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	166	100	24.1	40.7	21.4	13.8	47.6	43.9	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	171	100	29	34.2	20	16.8	36.8	41.4	35.7	95.6	96.3
Gender											
Male	103	100	30.5	28.4	23.2	17.9	41.1	43.8	37.4	95.5	96.2
Female	68	100	26.7	43.3	15	15	30	39	33.8	95.7	96.4
Racial/Ethnic Group											
White	139	100	25.8	33.6	21.9	18.8	40.6	50.4	49.2	95.4	96.1
African American	22	100	47.4	31.6	10.5	10.5	21.1	16.7	17	95.7	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	90.6	97.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	97.3	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	N/A	95.5
Disability Status											
Disabled	32	100	65.5	13.8	20.7	0	20.7	15.2	14	94.8	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	22.7	24.4	96.9	97
Socio-Economic Status											
Subsided meals	111	100	36.1	33	18.6	12.4	30.9	28.8	21.1	95.3	96

Social Studies

All Students	171	100	17.6	32.7	24.8	24.8	49.7	41.6	34	95.6	96.3
Gender											
Male	95	100	18.8	31.8	21.2	28.2	49.4	45.3	36.6	95.5	96.2
Female	76	100	16.2	33.8	29.4	20.6	50	37.8	31.3	95.7	96.4
Racial/Ethnic Group											
White	133	100	15.7	30.6	24.8	28.9	53.7	48.6	44.5	95.4	96.1
African American	25	100	27.3	50	18.2	4.5	22.7	20.7	19.1	95.7	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	90.6	97.4
Hispanic	12	100	22.2	11.1	44.4	22.2	66.7	33.9	27.5	97.3	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	N/A	95.5
Disability Status											
Disabled	37	100	46.9	40.6	12.5	0	12.5	17.1	14.4	94.8	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	30.8	27.3	96.9	97
Socio-Economic Status											
Subsided meals	113	100	23.7	36.1	21.6	18.6	40.2	29.8	21	95.3	96

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	86	100	10.1	26.6	39.2	24.1	63.3
	4	86	98.8	22.2	43.2	28.4	6.2	34.6
	5	101	100	22.3	40.4	33	4.3	37.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	77	100	12.5	16.7	43.1	27.8	70.8
	4	89	100	16.5	31.6	46.8	5.1	51.9
	5	87	100	34.6	46.2	19.2	0	19.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	86	100	8.9	59.5	26.6	5.1	31.6
	4	86	100	24.4	43.9	20.7	11	31.7
	5	101	100	18.1	46.8	22.3	12.8	35.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	77	100	16.7	37.5	23.6	22.2	45.8
	4	89	100	12.7	24.1	38	25.3	63.3
	5	87	100	21.8	43.6	21.8	12.8	34.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	43	100	23.1	51.3	25.6	0	25.6
	4	86	100	47.6	29.3	13.4	9.8	23.2
	5	51	100	44.9	32.7	14.3	8.2	22.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	38	100	21.6	32.4	18.9	27	45.9
	4	89	100	22.8	39.2	24.1	13.9	38
	5	44	100	48.7	25.6	12.8	12.8	25.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	43	100	7.5	47.5	27.5	17.5	45
	4	86	100	25.6	43.9	19.5	11	30.5
	5	50	100	44.4	35.6	8.9	11.1	20
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	39	100	11.4	31.4	31.4	25.7	57.1
	4	89	100	15.2	29.1	26.6	29.1	55.7
	5	43	100	28.2	41	15.4	15.4	30.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/AV–Not Available

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